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ESL Learner Persistence Committee Chair
Report on “Student Migration from ESL Noncredit to ESL and English Credit Courses”

The ESL Learner Persistence Committee welcomed Jessica Luedtke, a district Research and Planning Analyst, who reported on a study of great interest to our committee and our ESL program: the “Student Migration from ESL Noncredit to ESL/English Credit Courses: A 4-Year Baseline Comparison of Prior Non-credit ESL Students” from 2004/05 to 2007/08. The research compared enrollment patterns and student outcomes of students who had migrated from non-credit ESL classes to credit ESL/English classes with enrollment patterns and outcomes of students who had enrolled in credit-only ESL/English classes and the general credit college population. The report also provided information on student profile: gender, age and ethnicity.

Fall 2007 Profile of Students who had migrated from non-credit ESL to credit ESL/English

- **63%** were female (compared to **53%** in credit-only ESL/English and **52%** in the general population).
- The ethnicity most represented was Asian/Pacific Islander – **44%** (compared to **17%** in credit-only ESL/English and **13%** in the general population).
- The mean age was **32** (compared to **23** for credit-only ESL/English students and **27** for the general population).

Course Enrollment

- The number of students previously enrolled in non-credit ESL who enrolled in credit ESL/English courses increased by **76%** from 2004/05 to 2007/08.
- The greatest percentage of enrollments of prior non-credit ESL students between 2004/05 and 2007/08 were in **ESL Level 20** courses (**27%**) or **ESL Level 30** courses (**24%**).
- The largest percentage of prior non-credit ESL students enrolled in either **ESL level 19 (27%)** or **ESL Level 20** courses (**28%**) during their **first term** of college credit courses between 2004/05 and 2007/08.
- There was a large increase in enrollment in **English Transfer level (247%)**, **English Associate Level (209%)** and **ESL Level 40** courses (**100%**) from 2004/05 to 2007/08.

Student Outcomes:

The study looked at success rates (the student received an A, B, C or pass in the course) and retention rates (the student remained in the course throughout the semester).

- There was a **72% success rate** among prior noncredit ESL students who enrolled in credit classes (compared to **65%** of students who enrolled in credit-only ESL/English courses and **64%** of students in the general college population).
- There was an **87% retention rate** among prior noncredit ESL students in credit ESL/English courses (compared to **84%** of students in credit-only ESL/English courses and **81%** in the general college population).

The data on student outcomes is very encouraging and indicates that we are doing a good job in preparing our non-credit ESL students for college credit classes. This semester we are piloting an ESL Transition Class at Centre City and North City to help prepare our non-credit ESL students for ESL Level 30 courses at the colleges. These classes should help our students enroll in higher levels than indicated in the 2004/05 to 2007/08 study (27% of students enrolled in ESL Level 19, 28% of students enrolled in ESL Level 20 courses their first term) and also positively influence future student outcomes.

If you are interested in reading more information about the migration study, you can go to the following website: <http://research.sdccd.edu/pages/184.asp>.